



“A STUDY OF EFFECT OF EXAMINATION ANXIETY ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY LEVEL SCHOOL STUDENTS”

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ABSTRACT

Background: The present study tries to examine the effect of Examination Anxiety on academic achievement of higher secondary students, Paschim Medinipur, Random sampling technique was used to collect genuine data. For this, a self prepared Examination anxiety scale with 21 items (each item consisting five alternatives) was used to collect information relating to anxiety. For analyzing data, different statistical techniques were used namely Mean, SD, correlation and t test. Findings of the study showed that a significant negative correlation was found between academic achievement and examination anxiety of higher secondary school students. But significant difference exists between boys and girls, general and other students in terms of examination anxiety and academic achievement of higher secondary Students.

KEYWORDS: Examination Anxiety, Academic Achievement, Higher Secondary Students

INTRODUCTION

Science and technological progress and education rate are the sole indicators of developed and developing countries. Economic and social development of all the country depends on mainly human resources. Physical resources are the minerals. Human resources mean knowledge, understanding ability, man's creative ability etc. All these are reflected in students' academic performance. Assessment or Examination is the familiar mechanism to measure student's academic achievement. Today, academic achievement has become a burning topic in the field of education. Classroom teacher's accountability has been increased to make students for future. The ultimate aims for any teacher are to improve the ability level and prepare students for maturity. Many researchers postulated that low to moderate level of test anxiety is advantageous for student's academic achievement. High academic achievement serves as a positive motivator by motivating them to put more efforts for achieving academic excellence. Anxiety is an unpleasant state of inner disorder, often accompanied by nervous behavior, like pacing back and forth somatic complaints and rumination.

Examination anxiety is extensive amongst the student populations of the world. Some anxiety is ordinary and often helpful to stay mentally and physically alert. Examination anxiety has been shown to have a consistently negative relationship with test performance. Test anxiety is most widely recognized cognitive issue affecting students' academic performance scores. It can influence students', sense of pride, companion connections and social practices (Costello, Mustillo, Erkanli, Keeler, & Angold, 2003). Several studies suggest that between 25 to 40 percent of students experience examination anxiety. Special need children have high rates of test anxiety. Examination Anxiety is a type of anxiety that can have an effect on an exam taker before, during or after an exam. High exam anxiety can result in stress and negative impact on academic achievement.

Academic Achievement means obtained score by the students in different subject areas. This is the proof or evidence of students that guarantees students' success in their learning. Academic achievement or academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their pre-determined educational goals. It indicates how much learning objectives have been achieved by the students. Academic achievement is commonly measured by examination or continuous assessment. The present study focuses on the effect of examination anxiety on academic achievement of higher secondary school students.

Review of Related Literature: Cassady, C, Jonnson, R.E. (2021) conducted a study on "cognitive Test Anxiety and Academic Performance". Result Showed that gender differences in cognitive test anxiety were documented but those differences were not related to Performance on the Course exams.

La bar, Ad, M, et al. (2021), conducted a study On "The mediating Role of Anxiety between Parenting styles and Academic Performance a morning Madhyamik School Students in the context of Sustainable Education". Result showed that of the mediation analysis show that assessment anxiety partially mediates only the negative relationship between poor Supervision and school Performance.

Alemu, M B, Fassa, T. (2020), conducted a study on "The relationship between

test, anxiety and academic achievement of grade ten students". Result, showed that a cognitive factor contributes more in test anxiety than affective factors. The result of the study were Suggested that the female reported significantly higher test anxiety level compared to male students.

Jeereyard and Bhuvaneshwari. (2020) they concluded the study by specifying that there is Test anxiety among higher secondary students but only few are above the severe level. In the case of gender difference girls and boys significantly differ in test anxiety levels. Psychological intervention can reduce the level of test anxiety.

Piyali Roy (2019) in his study "Test Anxiety and Academic Achievement of High School Students in Kokrajhar District" noticed that "Test anxiety has become one of the most burning issues of modern school education. Academic Achievement of students is very much depending upon the test anxiety.

Janette U. Shukla (2013) conducted a study of the Examination Anxiety among the Secondary School Students in the Context of some Variables. There is no significant effect of interaction between gender and standard, gender and area, gender and educational achievement, standard and area, standard and educational achievement on the examination anxiety of students.

Mahmood, Md, Alarm (2013); conducted a study on "A study of Test Anxiety, self- Esteem and Academic Performance among Adolescents". He found that boys have least any anxiety better self esteem and better academic Performance than girls.

Rana, R, Mahmood, N. (2010), conducted a study on "The relationship between test anxiety and academic achievement". It was found that a significant negative relationship exists between test anxiety scores and Student's achievement scores. Results showed that a cognitive factor contributes more in test anxiety than affective factors.

Hussain, Mg. (1977) conducted a study on "Secondary school students Examination Anxiety and Academic Achievement". He found the academic Performance of the group with moderate anxiety was significantly better than that of both the high and the low anxiety groups.

Borinder, M. (1985), conducted a study on "General anxiety and Examination Anxiety in the context of External and Internal factors of Atmosphere. It was found that level of general anxiety and examination anxiety of girls was more than boys.

Significance of the Study: Effect of Examination anxiety on academic achievement has been a field of interest of all educators. Anxiety is internal reaction to a real or imagined threat. It is a complete response associated with (emotional state, achievement) characterized by a general fear or forbidding usually accompanied by tension. Main purpose of this topic is to examine the nature of relationship between Examination Anxiety and academic achievement higher secondary level school students. As Paschim Medinipur district is backward than the other districts of West Bengal so this study is essential in present scenario.

Statement of the Problem: On the basis of discussion about this topic, few gaps were found in the above area. So the researcher was willing to include the study on this area and entitled "A Study of Effect of Examination Anxiety on Academic Achievement of Higher Secondary level school Students".

Important terms used in this study:

Examination Anxiety: Examination Anxiety is defined as a common and often normal stress reaction experienced before, during and sometimes after exams.

Academic achievement: Here academic achievement indicates the terminal academic performance in different subject's area of higher secondary students. Students WBCHSE result is considered as academic achievement score in this study.

Higher Secondary level school Students: Students are those are reading in higher secondary level and belong to the 17-19 years age groups.

Objectives:

1. To examine the nature of relationship between Examination Anxiety and academic achievement higher secondary level school students.
2. To compare their examination anxiety in terms of gender.
3. To compare their examination anxiety in terms of social group.
4. To compare their academic achievement in terms of gender.
5. To compare their academic achievement in terms of social group.

Hypotheses: The following Hypotheses are drawn—

⁰H₁-There is no significance relationship exists between Examination Anxiety and academic higher secondary level school students.

⁰H₂- There is no significant difference exists between boys and girls of secondary level students towards examination anxiety.

⁰H₃- There is no significant difference exists between General and others of secondary level students towards examination anxiety.

⁰H₄- There is no significant difference exists between boys and girls of secondary level students towards academic achievement.

⁰H₅- There is no significant difference exists between General and others of secondary level students towards academic achievement

Delimitation of the study:

1. Data were collected only govt. aided Bengali medium higher secondary school affiliated West Bengal Council of Higher Secondary Education.
2. Only 106 samples were taken from two higher secondary school in Paschim Medinipur District
3. Only two Variables were assigned for the study.

Data source and Methodology:

Population of the Study: In the present study, population of the study includes the adolescent students of the age group of 16-19 years, studying in XI and XII class under the West Bengal Council of Higher Secondary Education.

Sampling: For the present study, first of all a list of all H. S. schools affiliated to West Bengal Council of Higher secondary education of district Paschim Medinipur is collected from District Inspector of Schools. Then from the obtained list total 2 schools were selected randomly through drawing the lottery method. From two schools 106 samples were collected as reliable data for the study.

Tools: A self prepared Bengali version Examination Anxiety Scale containing 21 items (covering four factors such as bodily symptoms, cognitive, emotional reaction and behavioural reaction) was used to collect genuine data from the higher secondary students. The reliability of examination anxiety scale using test retest method is 0.71. The validity of examination scale is judged by expert's opinion.

Analysis and Interpretation:

Table-1 Showing values related to 'r' between Examination Anxiety and Academic Achievement of higher secondary level school students.

Variable	N	Mean	Calculated r	t _r	Significance
Academic Achievement	106	68.52	-0.7306	-10.908	Significant
Examination Anxiety	106	59.31			

Source: Author's calculation based on field survey, 2022-23

Table -1 showed that the mean score of Academic achievement and Examination Anxiety is 68.52 and 59.31 respectively. The calculated 'r' is -0.73 and calculated

t_r -10.908 which is negatively correlated between Examination anxiety and academic achievement of higher secondary students. That means the null hypothesis ⁰H₁ is rejected at 0.05 level.

Table-2 Showing values related to 't' between boys and girls of higher secondary level school students towards their examination anxiety

Gender	N	Mean	SD	SED	t	Significance
Boys	65	66.64	9.230	44.86	2.54	Significant at 0.05 level
Girls	41	71.81	8.51			

Source: Author's calculation based on field survey, 2022-23

Table 2 showed that the mean score of Boys and Girls towards examination anxiety is 66.64 and 71.81 respectively. The standard deviation is 9.23 and 8.51. The calculated 't' is 2.54 which is higher than the table value which is significant at 0.05 level. Thus the null hypothesis is rejected.

Table-3 Showing values related to 't' between boys and girls of secondary level school students towards their Academic Achievement

Gender	N	Mean	SD	SED	t	Significance
Boys	65	60.92	19.27	18.935	3.73	Significant at 0.05 level
Girls	41	56.5	15.43			

Source: Author's calculation based on field survey, 2022-23

Table 3 - showed that the mean score of Boys and Girls towards examination anxiety is 60.92 and 56.5 respectively. The standard deviation is 19.27 and 15.43. The calculated 't' is 3.73 which is significant at 0.05 level. Thus the null hypothesis ⁰H₃ is rejected.

Table-4 Showing values related to 't' between general and others of secondary level school students towards their Examination anxiety

Social Status	N	Mean	SD	SED	t	Significance
General	72	69.68	8.49	0.624	4.29	Significant at 0.05 level
Others	34	67	10.13			

Source: Author's calculation based on field survey, 2022-23

Table 4 showed that the mean score of Boys and Girls towards examination anxiety is 66.64 and 71.81 respectively. The calculated 't' is 4.29 which is significant at 0.05 level. Thus the null hypothesis ⁰H₄ is rejected which leads to conclude that there exist significant difference between general and others towards examination anxiety.

Table -5 Showing values related to 't' between general and others of secondary level school students towards their Academic Achievement

Social Status	N	Mean	SD	SED	t	Significance
General	72	57.4	17.53	0.624	5.08	Significant at 0.05 level
Others	34	61.84	18.57			

Source: Author's calculation based on field survey, 2022-23

Table-5 showed that the mean score of examination anxiety and academic achievement are 57.4 and 61.84 respectively. The calculated 't' is 5.08 which is significant at 0.05 level. Thus the null hypothesis ⁰H₅ is rejected.

Findings: Findings of the study showed that a significant negative correlation was found between Examination anxiety and academic achievement of high school students. That means High examination anxiety leads to low academic achievement of higher secondary students. There exists significant difference between Boys and Girls towards examination anxiety of higher secondary schools students. There exists significant difference between Boys and Girls towards Academic Achievement of higher secondary schools students. There exists significant difference between general and others towards examination anxiety of higher secondary schools students. There exists significant difference between general and others towards academic achievement of higher secondary schools students.

Conclusion

On the basis of analysis, interpretation and results of the study overall conclusion

can be drawn that examination anxiety negatively correlated with academic achievement of higher secondary students. But significant difference exists between boys and girls, General and others students in their examination anxiety and academic achievement respectively. This study significantly showed that high examination anxiety decreases student's academic achievement. That means low examination anxiety is essential for good academic achievement.

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